DOCUMENT RESUME

ED 346 958 PS 020 531

AUTHOR Sisson, Linda G.
TITLE Kids Club: A School-Age Program Guide for Directors.
REPORT NO ISBN-0-917505-04-2
PUB DATE 90
NOTE 59p.
AVAILABLE FROM School-Age NOTES, P.O. Box 40205, Nashville, TN 37204 ($12.95).
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Administrator Guides; *Administrator Responsibility; Check Lists; Child Caregivers; Day Care Centers; Elementary Education; Field Trips; Learning Activities; *Parent School Relationship; *Personnel Management; *Play; *School Age Day Care; *School Safety; School Schedules
IDENTIFIERS Edina Public Schools MN; *Kids Club MN

ABSTRACT

This handbook for administrators of school-age day care programs offers guidelines on implementing Kids Club programs. Kids Clubs coordinate family and public school resources to meet elementary children's needs for adult supervision and guidance when the children are not in school and their parents are at work. The handbook consists of seven chapters. Chapter 1 focuses on the physical environment, providing guidelines for designing and using space for school-age children, a checklist of health and safety considerations, and a list of tasks involved with maintaining the environment. Chapter 2 deals with Kids Club activities by explaining the concept of a child-centered curriculum and outlining a variety of age-appropriate activities that Kids Club administrators can offer. Chapter 3 covers Kids Club daily routines and substitute schedules, attendance, no-shows, transitions, and group meetings. Chapter 4 presents a full-day planning checklist for days when children do not have school and a planning checklist for field trips. Chapter 5 provides information on supervising paraprofessional staff, and a checklist and handouts for orientation of new staff on such topics as parent/staff interaction, supervision of children, health and safety, and maintaining the environment. Chapter 5 also covers delegation of responsibilities, coaching and feedback, setting goals, performance evaluation, disciplinary procedures for problem employees, and substitutes. Chapter 6 offers instructions on communicating with parents. Chapter 7 lists resources and deals with logistical concerns. (AC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED346958

Kids Club

A School-Age Program Guide for Directors

by Linda G. Sisson

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL IN **OTHER THAN PAPER COPY** HAS BEEN GRANTED BY

Linda G. Sisson

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

PS 020531

BEST COPY AVAILABLE

BEST COPY AVAILABLE

Copyright © 1990 by Linda G. Sisson. All rights reserved. No part of this book may be reproduced in any form or by any electronic or mechanical means without permission in writing from the author. Address inquiries to Linda G. Sisson, 5825 Brookview Avenue, Edina, MN 55424.

ISBN 0-917505-04-2

Published by School-Age NOTES, P.O. Box 40205, Nashville, TN 37204

Printed in the United States of America

PHOTO CREDITS: Doug Peterson, Linda G. Sisson

10 9 8 7 6 5 4 3 2

For a free after school resource catalog write to:

School-Age NOTES
P.O. Box 40205
Nashville, TN 37204
(615) 242-8464

Printed on recycled paper

Kids Club:
A School-Age
Program Guide
for Directors

by

Linda G. Sisson

School-Age NOTES - Nashville

Distributed By
School-Age NOTES
P.O. Box 40205
Nashville, TN 37204
615-242-8464
FREE After School Resource Catalog

Dedication

This book is dedicated to the many wonderful teachers who have worked at KIDS Club over the past nine years, whose energy, compassion, and vital sense of humor have made my dreams a reality; to the parents who have worked in true partnership with me and the staff to make KIDS Club a happy extension of their families; to the many children whose insights and observations are always our truest guide; and to our Assistant Director, Alison Jamar, who has been the "whole way" with KIDS Club since 1980, and whose sound judgement, common sense, practicality, and deep respect for children are all reflected in the pages of this book.

CONTENTS

INTRODUCTION *1*

The Mission of KIDS Club *2*

1. The Environment *4*
General guidelines for Designing and Using Space for School-agers
Environmental Health & Safety Considerations
Maintenance of the Environment

2. The Activities *8*
Child-centered Curriculum
Active Play
Constructive Play (Crafts, Blocks, Manipulatives)
Expressive Play
"Mind Play"
Discovery Play
Summary Checklist for Rotating Activities
Activities Planning Chart

3. The Routines *18*
The Daily Routine
Substitute Schedules
Attendance
When Kids Do Not Turn Up After School
Transitions
Group Meetings

4. Field Trips *24*
Planning Checklist for Full Days
Field Trip Checklist

5. Supervising Paraprofessional Staff *28*
Orienting New Staff
Delegating Responsibilities
Coaching and Feedback
Performance Evaluation
Disciplinary Procedures for Problem Employees
Substitutes

6. Parent Communication *40*
Parent Orientation
Daily Communication with Parents
Written Communication with Parents
Newsletters
Parent Nights
Parent Conferences
Parent Feedback

7. Resources *52*

INTRODUCTION

Since our beginning in 1980, KIDS Club has grown, moved four times, centralized, and decentralized again. Through all of these changes, our basic philosophy has remained intact. That philosophy is reflected in the following statement of mission and goals. This handbook is a description of how we implement our program to meet those goals.

MISSION STATEMENT FOR EDINA KIDS CLUB

Edina Kids Club exists to provide coordination of individual family resources and the resources of the Edina Public Schools in meeting the developmental needs of elementary children for adequate adult supervision and guidance when they are not in school and their parents are at work.

STATEMENT OF GOALS

Goals for Our Children:

1. To create a relaxed, trusting, intimate atmosphere where children are encouraged to pursue their own interests, develop friendships, and grow in confidence, independence, and respect for themselves and others.

2. To provide a caring staff, who show genuine respect for the children and have confidence in each child's potential and promote each child's self esteem.

3. To create a stable environment that is inviting, comfortable, attractive, orderly, manageable by the children, and a happy exciting place to be.

4. To provide for the children a variety of developmentally appropriate activities, including expressive art, construction, active play, sports, games, dramatic play, science, cooking, crafts, and reading.

5. To frame a schedule that allows time for each child to observe, to reflect and to become absorbed in activities according to his/her own interests and talents.

6. To give individual guidance to children based on careful observation of each child's needs and in keeping with parental values and goals.

Goals for Parents:

1. To provide affordable care for the children of working Edina parents during those times from 6:45 a.m. to 6:00 p.m. when the children are not in school, including school vacations and release days.

2. To assure parents that their children will be in a safe, healthy, environment, where their emotional, social, and physical needs will be met.

3. To provide a quality program complementary to the school experiences of their children.

4. To provide two-way communication between parents and Kids Club staff: to insure that parents are always well informed about the program and their individual children's experiences here; and to insure that staff are well informed about the children's home experiences and family values so that parents and staff can work as partners in meeting the needs of the children.

5. To provide the opportunity for dynamic parent involvement in the ongoing development of the program within the context of the school district through the Kids Club Advisory Council.

1
THE ENVIRONMENT

General Guidelines
Health & Safety Considerations
Maintenance

GENERAL GUIDELINES FOR DESIGNING AND USING SPACE FOR SCHOOL-AGERS

The environment sets the tone for your whole program. How well you utilize the space available to you can make the difference between kids who feel they are being "incarcerated" and kids who enjoy all the opportunities that being in a good school-age program can provide.

1. Distribute staff to make use of the MAXIMUM SPACE AVAILABLE TO YOU at any time. (For example, if there are three staff for one group, three separate areas should be open for the children.)
2. Provide the maximum number of different activity options at all times. (eg. active OR quiet, individual OR group, inside OR outside, structured OR unstructured)

For children in grades 1 - 6 it is advisable to have three SEPARATE areas available to them at all times so that QUIET, BUSY, AND NOISY activities can go on without interfering with each other.

3. Use the room arrangement and other PHYSICAL reminders to reinforce ground rules and routines. (For example, mark off "boundaries" with tape on the floor, put up SIGNS with reminders of the rules.)
4. Allow children to "leave their mark" on the environment. (Put up their art work, let them help arrange the furniture when possible, have a bulletin board with their names and photos, etc.)
5. Make sure you provide plenty of SOFT places. (Rugs, couches, pillows and LAPS!)
6. Make sure there are "legal" private places. (Arrange the furniture to leave little pockets of space children can use for hide-aways, provide large blocks or mats or tables and sheets the children can use to make "forts".)
7. Make sure there is some "adults only" space for staff and places for staff to keep their personal belongings. (If you share a desk, designate who gets which drawers.)
8. Make sure there is space for the children to keep their personal belongings. (Labeled lockers for kids in 1-6, a cubby also for kindergartners.)
9. Make sure you have areas set up for:
   - messy arts and crafts (near your water source, on tile)
   - blocks, manipulatives
   - ACTIVE play
   - dramatic play
   - reading, board games, puzzles
   - music

   (see section III for details on planning activities for these basic areas.)
10. Make sure you have a PARENT COMMUNICATION CORNER:

    This is where we have parents sign kids in and out, and where we have the kids indicate their whereabouts by putting a colored tag in their parents' mail pouch, so you need to have:

    - a very current and zippy PARENT BULLETIN BOARD, with the daily schedule, weekly snack menues, notices and reminders, and pictures of the staff displayed.
    - a MESSAGE BOX for parents to leave notes for the staff, with MESSAGE FORMS AND writing PENS (not giant crayons!).
    - MAIL POUCHES for each child labeled with the child's and the parents' names.

- a box of durable COLORED TAGS (one color for each area or room your children can choose) and a "color key" for parents.

11. PUT UP SIGNS, AND POSTERS AT THE CHILDREN'S EYE LEVEL IF YOU EXPECT THEM TO READ THEM!!!!

AND FOR KINDERGARTNERS...

Provide individually labeled rest mats and space to spread them out for KINDERGARTEN rest time.

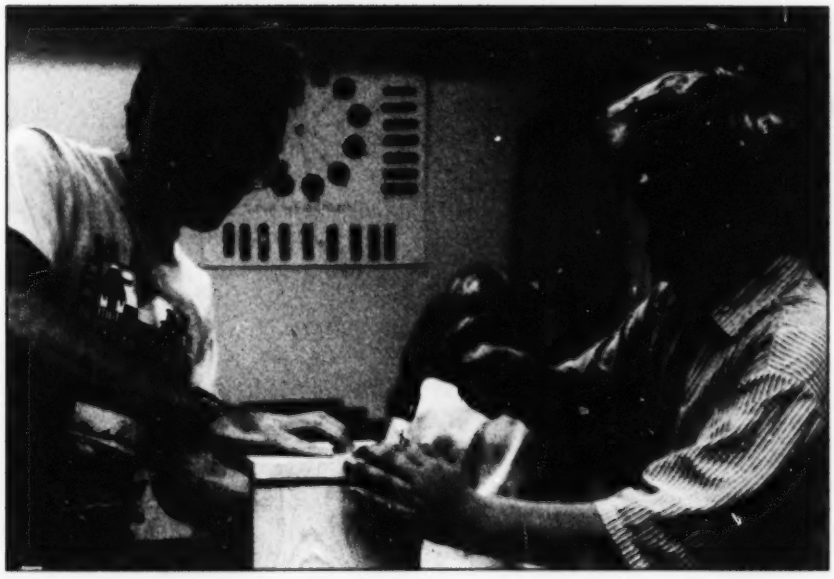
ENVIRONMENTAL HEALTH & SAFETY CONSIDERATIONS

1. Check your environment regularly for safety hazards. (Watch for sharp points or edges, congested traffic areas, clutter on the floor, wet floors, loose rugs, loose gravel on the pavement, broken glass on the playground, broken equipment, etc. When you spot a dangerous situation, do something about it immediately, don't wait for "someone else" to take care of it!) If something needs to be repaired, fill out a work order in the office immediately.
2. Make sure the toileting and food service areas are kept sanitary EVERY DAY:
   - You should check the bathrooms EVERY DAY to make sure they are disinfected daily and supplied with toilet paper. If this is not being done by the custodians, you should let the Kids Club office know immediately.
   - You need to make sure handwashing areas are supplied with SOAP and towels. Sink, towels and soap must be easily accessible to the children.
   - Spray the sinks and faucets in your area with a bleach solution twice daily, (early am and mid afternoon).
   - Wash and then spray the tables with a bleach solution before each meal or snack.
3. You must have a FIRE EXIT plan posted by the door to each of your rooms. (If this plan is damaged or removed get a new one from the Kids Club office immediately.)

MAINTENANCE OF THE ENVIRONMENT

1. Be very clear and specific with the staff about responsibility for preparing and maintaining the environment.
   - WRITE out a list of the routine jobs and who is responsible for them and POST it in your staff area.
   - Keep a running "to do" list of things you can delegate to your paraprofessionals.)
2. Teach the children to help take care of the environment. (Have clean-up supplies like a table sponge, floor sponge mop, broom and dustpan HANDY at all times; make sure that the children put one thing away BEFORE taking out something else; have regular "clean up days" with a "job jar" containing different clean up jobs on separate slips of paper.)
3. Make it very clear to everyone (staff and children) where supplies, materials, equipment are kept when not in use. (ie LABELS!!!!!!!!!!!)

2
THE ACTIVITIES



A "Child-Centered Curriculum"
Active Play
Constructive Play
Expressive Play
"Mind Play"
Discovery Play

BEST COPY AVAILABLE

WHAT IS A CHILD CENTERED CURRICULUM?

The curriculum at Kids Club is "child centered" because:

1. Developmentally appropriate, appealing activities are made available and the children are motivated to do the activities by their own interests and needs.
2. The children CHOOSE the type of activity they want to do A MAJORITY of the time they are at Kids Club.
3. The staff encourage independence in the children by helping them learn the skills needed for cooperation and problem solving. The staff discourages competition for adult approval and dependence on adult direction to solve every problem.

This section outlines the scope and variety of age appropriate activities that you are responsible for making available to the children in your care. A great number of these activities should NOT be "teacher directed" but made available for the children to do by their own choice, at their own time.

A NOTE FROM THE "REAL WORLD":

Sometimes an activity is so popular that it is impossible for everyone to do it immediately. In those situations, you need to set up a system WHICH ALL OF THE CHILDREN UNDERSTAND AND CAN MANAGE WITHOUT CONSTANT ADULT DIRECTION, so that everyone gets a fair chance. For example, you may have to have a limited number of tags available for a specific area such as active play, or you may have to have a rotating sign-up for a popular activity like cooking, or you may have to have a sign-up for the carpentry table and just two carpenter's aprons to remind the kids that only two at a time can work.

Always remember that your role as a good early childhood educator is to be...

"A GUIDE BY THE SIDE,
NOT A SAGE ON THE STAGE."

ACTIVE PLAY

It is extremely important to have adequate "active play" times for elementary children, especially in the after school and vacation day segments of the program.

The active play environment and activities meet the children's needs for:

1. PHYSICAL challenges that will help them develop physical coordination, endurance, and strength,
2. RELEASE of tension through energetic activity,
3. PROBLEM SOLVING situations that will strenghten SOCIAL SKILLS of cooperation, negotiation, and establishing and following rules.

SOME BASIC GUIDELINES FOR USING THE ACTIVE PLAY AREAS AT KIDS CLUB:

1. OUTDOORS:

Note The children play outside EVERY DAY unless:
- it's -20
- it's raining
- the parents tell you their child can't go out that day.

2. THE PLAYGROUND:

The playground is used primarily for free play. If there is only one staff member available to supervise, then that person needs to watch the whole playground. If a second staff is available, then s/he can supervise an organized activity (ie flag football, frisbee golf, mushroom ball etc.).

Provide VARIETY on the playground by taking out different equipment for outdoors play EVERY DAY (eg. balls, jump ropes, trikes, scooters, bubbles, kites, etc.).

3. INDOOR ACTIVITY AREAS (gym, "The Hut", "Sports'n'Forts" etc.)

In areas designated for active play, there needs to be:

a. a balance between organized group games and individual free play, ie there should be basic equipment like balls, bean bags, scooters, etc. easily accessible to the children at all times in the active play area, as well as daily organized group games,

b. an emphasis on cooperation (discourage games that exclude children from play, encourage the children to organize teams, set up the ground rules, etc.),

c. "cooling down" interludes during heated active play (such as floor hockey),

d. drinking water easily accessible, and

e. VARIETY—don't let one game dominate the active play area (eg floor hockey!) —introduce at least ONE NEW game to the kids each week (see the staff library for ideas), and be sure there are at least three different games played in the course of a week.

4. KIDS CLUB EXPRESS:

The "K.C. Express" provides an after school getaway vehicle for your group once a week during the winter months. You will plan with other coordinators the weekly trips to nearby parks for sliding, skating, hiking, or ? K.C. Express will begin after the first snowfall.

Here's how K.C. Express works:

- Your group will have the same day of the week every week.
- All of the groups will go to the same place.
- The bus leaves at 4:00 and returns by 5:15.
- You must INFORM PARENTS about your "express day" and tell them where you'll be going each week.

NOTE: It is VERY important to be back at Kids Club ON TIME when you take the Kids Club Express. Otherwise, you can expect to face a group of irritated, impatient parents who have been waiting to pick up their children.

CONSTRUCTIVE PLAY

School-age children become progressively more "product oriented" from the age of six or so on, and many of them love to make things. They need to be given a variety of craft projects that challenge them to develop motor skills, use their ingenuity, and complete a task once begun. They need to have continued access to raw materials that will allow them to design their OWN projects building on the skills they learned from the "teacher's" project. (So after you do a project with rug yarn, be sure you have rug yarn available as a free choice material in the following weeks.) They need to have access to good manipulative toys such as small blocks and legos for the same reasons.

1. "PLANNED" PROJECTS:

a. You should have a "featured" craft project in your area every day. How often you change the project will depend on how many days it takes the children to complete it and how popular the project is. It's good to have at least one "long term" project going with the older children each month in addition to the "quickies".

b. Have a sign posted for the kids in your room telling the kids what the featured project is with a sample of the finished product.

c. Have all the necessary materials and instructions set up before the children arrive.

d. The basic blocks and manipulatives can be used in a new way for a "featured project" (eg. a special castle building challenge day with the blocks: "Can we use every block in our room to make one big castle?")

e. At least ONCE A WEEK you need to have woodworking or carpentry available to the children with:

woodworking bench with vise
tools (saw, hammer, drill, screwdriver)
soft wood (eg. pine)
nails and screws
wood glue
latex paint & brush (or dark shoe polish for wood stain)

f. At least ONCE A WEEK you need to have a cooking project available to the children.

2. CHILD INITIATED PROJECTS:

a. After you do a planned project, have plenty of extra materials available on the shelves for the children to either repeat the project or to make up their own variation of the project.

b. You should ALWAYS have the following basics available to the children (on open shelves in LABELED containers):

scissors
glue
paper
tape
string, yarn
crayons, markers, pencils
stapler
craft sticks
burlap & yarn needles
blocks and block accessories
legos (or a similar manipulative)

AND...

AN IDEA FILE, OR POSTERS, OR BOOKS for children to look at to pick out their own projects.

c. You should frequently have the following favorites available (at least three of these should be on the shelf with the "basics"):

beads
cotton
cardboard
cartooning books
carbon paper
glitter
feathers
buttons
ink pads
pipe cleaners
tissue paper
mosaics
wood pieces
stencils
fabric scraps

EXPRESSIVE PLAY

While active play stretches muscles, expressive play stretches imaginations. Much expressive play naturally occurs in the active play settings: there is often a lot of dramatic play intertwined with games of tag on the playground, and a fundamental kind of music in the rhythmic jump rope chants. It is important for us to provide additional opportunities that encourage creative expression as well, especially in the area of art and dramatic play, and the opportunity to enjoy and produce good music and good stories.

1. EXPRESSIVE ART

It is important not to confuse expressive art with "craft" projects. Art is valuable because it allows children to express their own individual feelings, and perceptions in their own way. They need to be shown how to use the basic art media, but they should NOT be given examples of what their art should be!

The following art materials should be available to the children at all times:

easel painting
water color markers
crayons
colored pencils
some plastic medium (plasticene, clay, playdough)
table paints (water color)
PAPER!!! (for all of the above)

These basic materials should be made available on a regular basis (one each week or so):

finger painting
payons
print making
collage
mural painting
storybook paper (paper half lined & half plain)

Provide "drying space" for children's artwork.

DISPLAY THE CHILDREN'S ART IN YOUR ROOM!!!!!!!!!!!!!!!!!!!!!!!!

Make sure all art that isn't on display is taken home daily. (Everything gets tossed on Fridays!)

2. MUSIC

Your "home base" area should have a tape player with a good selection of music for the children AT ALL TIMES.

Appropriate music tapes would include:

folk music
children's songs (Pete Seeger, Ella Jenkins, etc.)
jazz (George Winston, etc.)
classical music
popular music (for the WISE GUYS only) selected by the children

Kindergartners should have singing or rhythm instruments daily in their group times.

There should be a planned musical activity as an option for your group at least ONCE A WEEK.

Your area should NOT have a radio on and there should not be a radio or tape playing in active play areas (unless it is specifically being used for a musical game or to accompany exercises).

3. DRAMATIC PLAY

Most dramatic play occurs very spontaneously with children. The most important thing for the staff to do is to provide some very basic props and allow the children to use their imaginations for the rest!

Be sure your children have DAILY access to:

a mirror
"dress up" clothes
dolls
puppets
the constructive play materials described above

ONCE A MONTH provide some extra props so that there can be a school, hospital, office, factory, airport, etc. in part of your area. The children enjoy deciding what kind of make believe corner they'd like, and with a few raw materials they can set it up. This kind of dramatic play set up is a great follow-up to a field trip.

OCCASIONALLY it is appropriate to do a formal "dramatic production" with the children for an audience (such as a puppet show, play, musical). For the youngest children, this kind of thing should be very short and sweet (eg. acting out a song that the whole group sings), and for all ages the emphasis should be on having fun! (not on putting on a super polished production). It is generally better to have the children generate such productions for an audience of younger children.

4. STORYTELLING

You should have a good selection of story books for your children (at least one book for every three children) which changes every three weeks. (From the public library, school library, or the Kids Club library.)

When children are here for full days, they should all be read to at least once a day. (That means EVERY DAY for kindergartners.)

You should plan a STORYTELLING time at least ONCE A WEEK as an option for your group. This can be a staff member or a child telling a story.

There should always be at least one storytelling record or tape in your area at all times. This should change every three weeks (along with the books).

A wonderful group project is a slide/tape story. The children write the story, make illustrations (which are photographed for slides), and then tape a reading of the story complete with sound effects. This is the best kind of entertainment for a "parent night" also.

MIND PLAY

What is "mind play"? That means the books, strategy games, and puzzles that help sharpen children's logic, perception, and memory, and help strengthen their powers of concentration. Most of these activities require a reasonably QUIET environment, at least a protected spot where the puzzles won't get jostled or the game pieces strewn.

You should have available AT ALL TIMES:

1. Strategy games (at least 4) such as Checkers, Connect Four, Chess, Stratego, cards, etc.
2. Puzzles (appropriately difficult) and a place to store a big jigsaw that might take a few days to complete.
3. Books (at least 10 non-fiction books such as an animal encyclopedia, a book of magic tricks, a book of brain teasers, a book of games, etc.)

You shoud plan a "mind challenge" featuring strategy games, puzzles, or just a special brain teaser at least once a week.

DISCOVERY PLAY

Discovery play (sometimes referred to as sensory play) allows children to experiment with a variety of things. Even in it's simplest form (eg. the sand table or water play) it provides the foundation for scientific disciplines. And as the children get older it is appropriate to give them more involved and more specific "experiments" to work with (eg. electrical kits, chemical experiments for the Wise Guys).

Discovery play should peak children's curiosity about the world and should sharpen their observational skills.

You need to insure that your children have ample opportunity for "discovery play" by providing:

1. a "sensory" experience at least ONCE A WEEK (ie. sand table, water table, etc.)
2. a planned "science" activity at least ONCE A WEEK (this can be natural science or a physical experiment) Ideas for such activties and materials for experiments are in the science resource cupboard in the Kids Club office.

About Pets...
Pets can be a wonderful experience for children, and if you'd like to have the "ultimate" sensory experience in your area here are guidelines for pets at Kids Club:

1. The decision whether to have a pet in your room is YOURS.
2. The ultimate responsibility for a pet in your room is YOURS.
3. If you leave employment at Kids Club when your pet is still alive, it is still your responsibility to find a good home for the pet or to take it with you.
4. Kids Club will pay for the pet and the supplies, you are responsible for getting them yourself.
5. You may not get a rabbit, cat, dog or a bird for your room.
6. Acceptable pets are: hamsters, rats, other small rodents (warning: mice are very smelly and guinea pigs are very stupid), lizards, snakes, fish.

The most important thing you need to do when you get a pet, is to make sure the children treat the pet with the care needed for it to be happy and healthy in our environment.

If you arrange it well ahead of time with the parents and the Kids Club office, you can have a "pet for a day" by having a pet of your own or one of your children's, or a visiting pet from the humane society. If you have a cat or dog on this basis, you need to find out in advance if anyone in your group is allergic.

SUMMARY CHECKLIST FOR FREQUENCY OF ROTATING ACTIVITIES:

1. DAILY:

Take out different equipment for outdoors play EVERY DAY (eg. balls, jump ropes, trikes, scooters, bubbles, kites, etc.).

Basic art materials including easle painting should be available to the children at all times.

You should have a "featured" craft project in your area every day.

Basic dramatic play props and a mirror should be available at all times.

Strategy games, books, tapes, manipulatives, and blocks should be available every day.

When children are here for full days, they should be read to at least once a day. (That means EVERY DAY for kindergartners.)

Kindergartners should have singing or rhythm instruments daily in their group times.

2. WEEKLY:

Woodworking or carpentry.

A cooking project.

At least ONE NEW active play game.

A NEW ART MEDIUM should be made available.

A planned musical activity as an option.

A STORYTELLING time.

A "sensory" experience.

A planned "science" activity.

A "mind challenge" featuring strategy games, puzzles, or just a special brain teaser.

3. EVERY TWO OR THREE WEEKS:

Change the books and tapes in your room every two to three weeks.

Every three weeks, provide some extra props so that there can be a school, hospital, office, factory, airport, etc. in part of your area.

Take stock of all the games and puzzles, check for missing pieces, and rotate some with other groups.

KIDS CLUB ACTIVITIES PLANNING CHART

WEEK OF:_____ TO_____

GROUP:_____ COORDINATOR:_____

Indicate the staff member responsible for each activity by writing their name in parentheses under the activity.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
DAILY					

FEATURED
PROJECT:

WEEKLY_____

WOODWORKING
SCIENCE
SENSORY
ART MEDIUM
NEW GAME
MUSIC
STORYTELLING
"CHALLENGE"

SPECIAL EVENTS:_____

ACTIVE PLAY:_____

THREE WEEK ROTATIONS:

BOOKS
DRAMATIC PLAY
TAPES

3
THE ROUTINES

The Daily Routine
Substitute Schedules
Attendance
Transitions
Group Meetings

THE DAILY ROUTINE

You will write up a "daily routine" which indicates the time frame for your activities. In analyzing your daily routine, make sure that at least 50% of a child's time is spent in individually chosen activities.

Some given components of the daily routine which are true for all children at Kids Club are:

- Opening time: 6:45 am
- Breakfast served: 6:45 - 7:30 am
- Closing time: 6:00 pm

Program Coordinators' prep time should equal at least 25% of total work time.

Break times (15 minutes) should be scheduled for all staff who work four hours or more with the children.

KINDERGARTEN:

Kindergarten rest time: AT LEAST 30 minutes a day (for children who do not go to sleep it should never be longer than 45 minutes)

GRADES 1-6:

After school:
1. children must check in with staff immediately,
2. snack is served right after school, and
3. EVERYONE goes outdoors for at least 10-15 minutes after school.

POST THE DAILY ROUTINE ON YOUR PARENT BULLETIN BOARD & SEND THREE COPIES TO THE KIDS CLUB OFFICE.

There is a sample of a daily routine on the next page:

DAILY SCHEDULE FOR KIDS CLUB PRIMARY GROUPS

GROUP: The "Spaghettios", Grades 1 and 2
PROGRAM COORDINATOR: Meg Barrett
HOME BASE: Room 118

TIMES	ACTIVITIES	ROOMS
6:45 AM	GREETING EARLY ARRIVALS	118
	BREAKFAST (SERVED TILL 7:30)	
	QUIET ACTIVITES	
7:20	GAMES & BOOKS & DRAMATIC PLAY	118
	ART & TABLE ACTIVITIES	118
	ACTIVE PLAY	128/HUT/SMALL GYM
8:15	COUNTRYSIDE, CREEK VALLEY, CORNELIA KIDS CLEAN UP & GO TO THE BUS. CONCORD KIDS PLAY IN 164	
8:30	BUSES LEAVE	DOOR 3
8:35	CONCORD KIDS CLEAN UP	118
8:45	CONCORD KIDS WALK TO SCHOOL	
9:00 - 10:45	PREP TIME FOR PROGRAM COORDINATOR	
2:00 - 3:00	"	
3:00 - 3:30	PREP TIME FOR REC LEADERS & PC	
3:25 - 3:45	BUSES ARRIVE	DOOR 3
	GREET KIDS & TAKE ATTENDANCE	118
	SNACK	
3:35 - 4:00	OUTSIDE PLAY TIME ON PLAYGROUND OR FRONT LAWN OR CONCORD SCHOOL (3:45 - 5:00)	

CHILDREN ARE REQUIRED TO GO OUTSIDE AFTER SNACK THEN BEGINNING AROUND 4:00 THE FOLLOWING ACTIVITY OPTIONS ARE OPEN FOR THE CHILDREN TO CHOOSE:

4:00	ARTS & CRAFTS, BOOKS, DRAMATIC PLAY	118
	GAMES, BLOCKS	101
	PLAYGROUND	
	ACTIVITY ROOM	128/HUT/303

DEPENDING ON THE NUMBERS OF CHILDREN IN ACTIVE PLAY, THAT AREA CLOSES BETWEEN 5:30 AND 6:00.

6:00 CLOSING TIME

STAFF ASSIGNMENTS: In addition to the basic daily routine, you should have a daily or a weekly schedule of staff assignments (i.e. who is in what area, who is responsible for various activities) posted in your staff area in your room. You can use the KIDS CLUB PLANNING CHART for this purpose.

SUBSTITUTE SCHEDULES

You need to write a schedule to be followed in your absence. There should be a copy of your substitute schedule in the Kids Club office and one in your desk or staff area.

On the substitute schedule, be sure to indicate:

1. Who is in charge of the group when you're gone.
2. Who will be responsible for attendance.
3. Where the sub should be at different times.
4. What activities the sub will supervise.
5. What the sub should do to help with prep.
6. Standard instructions for the sub: (leave a W4 in the offce, sign the hours on the substitute time sheet, etc.).

ATTENDANCE

1. Put one school on each attendance sheet.
2. Write the children's names and the days they come if they are part time.
3. Put a check if the child is present.
   Put an O if the child is absent or is not enrolled for that day.
   Put an F if the child is present on a full day.

   NOTE: Do not use X's (people use them differently and it is confusing.)
4. Write NOTES: at the bottom of the attendance sheet and use that space to record special schedules. For example, "Rosie had brownies every other Thursday."
5. Pick up the "not here" today notes from your mailbox EVERY DAY. Keep these messages on the attendance clipboard until the attendance for that day (or days) is done. THEN THROW THEM AWAY.
6. If you get a "change of schedule" sheet on one of your children, note the change on both the attendance sheet and the sign in and sign out sheets.
7. When you make new monthly attendance sheets, be sure to include the changes of schedule and special notes, by looking back on the previous attendance form.

WHEN KIDS DO NOT TURN UP AFTER SCHOOL

If a child doesn't show up after school:

DOUBLE CHECK EVERYTHING:

- recheck your notes
- look in your mailbox
- check the bottom of the attendance sheet
- check the sign-out sheet to make sure you have the days right
- ask the kids if they have seen the child here at Kids Club
- check the playground

After all this when you're sure the child is supposed to be here and isn't, put the child's name on a no-show slip and call the parents.

COMPLETED ATTENDANCE SHEETS ARE DUE IN THE OFFICE AT THE END OF EACH MONTH.

TRANSITIONS

Smooth transitions greatly enhance the quality of life for all: kids and staff and parents. They require thoughtful planning and occasional adaptation. Between school and Kids Club many of the children are in a group setting ten hours a day. Transitions must be designed to allow children to move from one activity to another at their own pace.

Within the framework of the basic ground rules below, transitions should be as UNREGIMENTED as possible. The children should not be made to line up in straight lines unless it is necessary (eg for a head count on a field trip) and any lining up should be minimized. They should not be put in the position of "waiting for the group" for more than three minutes.

• • • •

For Grades 1-6:

Establish a meeting time and place as part of your weekly routine. Then have a quick meeting every week. Sometimes a special meeting has to be called, so you'll need to let the kids and your staff know how you handle that.

Considering their attention span and limited ablility to remain still, group times should be no longer than 15 minutes for kindergartners. Considering the same things plus the fact that they spend all day "attending" in school, group meetings for children in 1 - 6 should be very short and to the point (10 - 15 minutes max!).

In order to keep the meetings short, you'll also need to rely on other means to communicate information: a group bulletin board with illustrated announcements for the kids each day, a note to parents asking them to review some important information at home, individual notes to the kids and "the grapevine".

When there is an "issue" that needs to be discussed, instead of a large group meeting, use small group discussion. For this purpose it is important to establish "base groups" of three of four children each within your whole group. Then you can give each group a discussion sheet with the "question" of the day on it. Assign one child in each group to be the Leader (s/he makes sure everyone gets a chance to talk), the Reporter (s/he tells the rest of the group or the staff what the group decided, the Encourager (s/he praises others when they add something to the discussion) and the Recorder (s/he writes down who was in the group and the things the group decides). When the children can be active participants in the discussion, their attention is much more focused, they can concentrate much longer, and they are much more likely to be influenced by the outcome.

4
FIELD TRIPS

Planning Checklist for Full Days
Field Trip Checklist

BEST COPY AVAILABLE

PROGRAMMING FOR FULL DAYS

When the children don't have school, you need to plan a well-paced full day of activities. Usually your group will go on a field trip on a full day. It is best to plan field trips that allow for a good deal of physical activity! The following guidelines are checklists for planning full days and field trips. The sample staff schedule shows how to use the form to show what staff should be doing at all times during a full day.

PROGRAM COORDINATORS'
PLANNING CHECKLIST FOR FULL DAYS

_____ Plans formulated for "Rain or Shine".

_____ Reservations confirmed.

_____ Bus reserved (give bus slip and duplicate to office).

_____ Note to your supervisor with plans, times and approximate cost of admissions.

_____ Letter written to parents explaining plans (have your supervisor look at the letter before you distribute it).

_____ Letter distributed to those children who will be attending full day (leave three copies of the letter in the office and post one near your sign-out table).

_____ Make the staff schedule for the day, copy, and distribute to staff.

_____ Call to reconfirm field trip reservation and plans one more time!

_____ Get plenty of rest, take your vitamins and eat a good breakfast!!!!!!

TIMELINE FOR PLANNING:

TWO WEEKS PRIOR TO THE FULL DAY: Bus reservations and field trip plans are turned into the office.

ONE WEEK PRIOR TO THE FULL DAY: Letter goes out to parents.

THE DAY BEFORE THE FULL DAY: 1) The staff schedules for the day are copied and distributed to the staff. 2) You call to reconfirm your reservation, arrival time, etc.

FIELD TRIP CHECKLIST

1. PLANNING:

_____ Have you confirmed your reservation?

_____ Have you submitted your plans two weeks in advance to the office so they can be posted on the "master plan"?

_____ Have you arranged for payment (requested a check from the Director)?

_____ Have you informed parents (in a newsletter) of the bus times, destination, activities, and anything special the children need to bring?

_____ Have you posted a reminder a day or two ahead for parents on your bulletin board?

2. GETTING READY:

_____ Have you told the children ahead of time about the field trip? Do they know what it will involve?

_____ Have you explained to the children:

1. Exactly what you expect of them on the field trip? (eg. bus behavior, usinging public bathrooms, etc.)
2. Whether they can keep "same seats" or not on the bus?

_____ If a child can't go on a field trip, have you made arrangements ahead of time for that child to stay with another group?

_____ Did you post a sign in your room explaining where you are and when you will be back?

_____ Have you arranged for someone to set out bags for the children's lunches if you're taking them along? and to get juice, can opener, cups, etc.?

3. SETTING OFF:

DO YOU HAVE...

_____ THE FIRST AID KIT WITH THE EMERGENCY CARDS

_____ THE SIGN-IN SHEET

_____ A SIGN POSTED BY YOUR ROOM

_____ WATER AND PAPER CUPS

_____ LUNCHES (IF YOU'RE GOING TO HAVE A PICNIC)

_____ JUICE (" " " " " " ")

_____ DIRECTIONS TO YOUR DESTINATION

_____ YOUR GROUP CONFIRMATION

_____ PAYMENT (IF NEEDED)

AND...

_____ Did you count the children before you left, and when they got on the bus? Does the number agree with the number of children signed in for the day?

_____ Did you count the children when you got on the bus to come home?

5

SUPERVISING PARAPROFESSIONAL STAFF

Orienting New Staff
Delegating Responsibilities
Coaching and Feedback
Setting Goals and Performance Evaluation
Disciplinary Procedures for Problem Employees
Substitutes

BEST COPY AVAILABLE

ORIENTING NEW STAFF

When a new staff member is assigned to you it is your responsibility to make sure that staff member is adequately oriented to the program philosophy and understands what is expected of him/her on the job. The "red tape" aspect of starting new employees is handled in the office (eg. employment agreements, personnel forms, etc.) but it is up to you to make sure that RIGHT FROM THE START the new staff member understands basically how we expect him/her to perform (how to relate to the children and parents, how to use prep time, how to safely supervise the children, how to follow important health and safety practices).

People are MOST RECEPTIVE THE FIRST TWO WEEKS ON THE JOB so you must take advantage of this critical period. You should plan to spend a few minutes (10-15 minutes) alone with new staff each day for the first week to two weeks. You should use the "BASICS ABOUT" guidesheets that follow to communicate basic expectations, going over one sheet each day and referring back to the sheets in giving the staff feedback on performance. You and the other members of your team need to make sure the new staff feels like an important and valued member of the team. You'll need to be sensitive to how confusing a new work environment can be and help the new person feel at home. A good way to do that is to have the children wear name tags for a few days when there is a new person on staff.

You'll need to plan two conferences (about one half hour) with the new employee at the end of THREE weeks and SIX WEEKS. These checkpoints are important to give the employee a chance to ask questions about things that still aren't clear and for you to give feedback on how well the employee is doing. At six weeks you should identify together at least one goal the employee wants to pursue with the object of improving his or her skills and/or enriching the program. During the first six weeks you need to plan times when you can observe the new employee.

KIDS CLUB STAFF ORIENTATION CHECKLIST

EMPLOYEE _____

POSITION_____DATE OF EMPLOYMENT_____

PART ONE: "THE AGREEMENT" (DIRECTOR)

THE EMPLOYEE NEEDS TO RECEIVE:

_____1. JOB DESCRIPTION
_____2. PERSONNEL POLICIES (PROBATION PERIOD)
_____3. CALENDAR
_____4. PAYROLL ARRANGEMENTS
_____5. EXPLANATION OF HOW TO APPLY FOR HEALTH & DENTAL INSURANCE FOR FULL TIME EMPLOYEES
_____6. STAFF LIST AND ORGANIZATIONAL CHART
_____7. KIDS CLUB FOOR PLAN
_____8. KIDS CLUB PARENT HANDBOOK

WE NEED TO HAVE THE EMPLOYEE COMPLETE:

_____1. AN EMPLOYMENT AGREEMENT (COPY TO EMPLOYEE)
_____2. A W4 FORM
_____3. DOCUMENTATION OF TRAINING REQUIRED FOR THE POSITION
_____4. MEDICAL REPORT
_____5. FIRST AID TRAINING DOCUMENTATION
_____6. CURRENT PERSONAL INFORMATION: BIRTHDATE, ADDRESS, PHONE, EMERGENCY CONTACT
_____7. TRA OR PERA RETIREMENT FORM FOR FULL TIME EMPLOYEES

PART TWO: "INFORMATION FOR SURVIVAL" (SUPERVISOR)

THE EMPLOYEE NEEDS TO KNOW ABOUT:

_____1. PARKING/ PUBLIC TRANSPORTATION
_____2. WHAT TO DO IF SHE CAN'T COME TO WORK (STAFF LIST)
_____3. WHO TO ASK IF HE HAS A QUESTION (ORGANIZATIONAL CHART)
_____4. HOW TO DRESS
_____5. SMOKING
_____6. BREAKS/BATHROOMS
_____7. LUNCHES
_____8. THE TIME SHEET (FOR HOURLY EMPLOYEES)
_____9. STAFF MAILBOXES
_____10. STAFF LOCKERS (ASSIGN LOCK)

CONTINUED ON NEXT PAGE

PART THREE: "THE TOUR" (SUPERVISOR)

_____1. THE TOTAL LAYOUT (WHO WORKS WHERE)
_____2. TELEPHONES: WHERE THEY ARE, HOW TO ANSWER, WHICH NUMBER PARENTS HAVE, WHICH NUMBER STAFF USES FOR OUTGOING CALLS, KEEPING CALLS BRIEF, DON'T ASK PEOPLE TO CALL YOU AT WORK (UNLESS IT'S AN EMERGENCY)
_____3. TWO-WAY RADIOS: HOW MUCH THEY COST (APPROX. $700 EACH), SIGN-OUT, SIGN-IN OF RADIOS, USING THEM ONLY WHEN NECESSARY (IE NO HORSING AROUND WITH RADIOS), USING HOLSTER WHEN TAKING RADIO OUT OF THE BUILDING, NEVER LETTING KIDS USE THE RADIOS
_____4. FIRST AID (WHERE THE KIT IS KEPT IN YOUR AREA)
_____5. EMERGENCY EXIT PLAN (WHERE IT IS POSTED)
_____6. COMMUNITY CENTER OFFICE
_____7. KITCHEN IN ROOM 117 (COFFEE SUPPLIES ETC.) THE "CLEAN UP AFTER YOURSELF" POLICY

PART FOUR: THE "BIG PICTURE"
(DIRECTOR, WITH A SLIDE TAPE SHOW OR VIDEO TAPE)

THE FIRST WEEK ON THE JOB, THE EMPLOYEE NEEDS TO UNDERSTAND A FEW BASICS ABOUT:

_____1. HISTORY OF KIDS CLUB
_____2. PROGRAM PHILOSOPHY
_____3. PROFESSIONALISM OF KIDS CLUB STAFF & OUR COMMITMENT TO STAFF DEVELOPMENT
_____4. PARENT INVOLVEMENT: PARENT/STAFF COMMUNICATION
THE KIDS CLUB PARENT BOARD
_____5. KIDS CLUB ORGANIZATION: AFFILILATION WITH THE SCHOOL DISTRICT

PART FIVE: "GREAT EXPECTATIONS" (SUPERVISOR)

DURING THE FIRST WEEKS ON THE JOB, THE EMPLOYEE NEEDS TO LEARN EXACTLY WHAT IS EXPECTED OF HER REGARDING THE BASICS OF:

_____1. PARENT/STAFF INTERACTION
_____2. STAFF /CHILD INTERACTION
_____3. SUPERVISION OF CHILDREN
_____4. HEALTH AND SAFETY PRECAUTIONS & EMERGENCY PROCEDURES
_____5. MAINTENANCE OF THE ENVIRONMENT

PART SIX: "DEVELOPING THE SKILLS" (SUPERVISOR & DIRECTOR)

DURING THE FIRST MONTHS ON THE JOB THE EMPLOYEE NEEDS HELP DEVELOPING THE SKILLS TO DEAL WITH:

_____1. DISCIPLINE
_____2. INTRA-STAFF COMMUNICATION AND TEAMWORK
_____3. TIME MANAGEMENT (EFFICIENT USE OF PREP TIME)
_____4. DEVELOPING PLANS TO DEAL WITH INDIVIDUAL NEEDS
_____5. COMMUNICATION WITH PARENTS
_____6. INTRODUCING NEW ACTIVITY IDEAS
_____7. ORGANIZING THE ENVIRONMENT

THE BASICS REGARDING STAFF/CHILD INTERACTION

The way YOU relate to the children at Kids Club
is the heart of our whole program.

1. Show RESPECT for the dignity of the children in all your dealings with them. Never talk about a child in front of him or in front of other children. Demand in return that the children show respect for YOU.

2. Show affection freely and frequently toward all of the children by:

   SMILING AT THEM
   HUGGING THEM
   TOUCHING THEM

3. Address the children by NAME.

4. Speak to children AT THEIR EYE LEVEL.

5. Talk to the children during routine activities: SIT with them at snack, lunch, and breakfast; TALK to them when they are lining up or waiting for the bus; GREET them enthusiastically when they arrive from school.

6. Speak to individual children often.

7. Speak QUIETLY when you're with a group inside. Walk over to a child if you want to talk to her instead of calling out across a room. Avoid YELLING.

8. Encourage the children to do for themselves everything they can (such as clean up, serving snacks, mixing paints, making playdough, setting up "house" for dramatic play, ETC.).

9. Tell the children CLEARLY what you expect. Don't ask a question when you really mean to be giving a direction. (Say, "It's time for everyone to put their things away so we can get ready for the field trip now." Not: "Do you want to clean up your things now?")

10. SHOW the children by your own behavior how you want them to behave. (For example, don't interrupt children if you expect them not to interrupt you when you're talking to someone.)

11. PAY ATTENTION TO POSITIVE BEHAVIOR. Catch the children being good. Recognize prosocial behaviors such as cooperation, helping, and sharing with a smile, a hug, or a comment.

12. Don't touch a child you are disciplining unless it's necessary to restrain a child in order to prevent a physical injury.

13. Give all the kids (boys and girls) equal opportunities for activities. Don't assume that some things are "for boys" and other things are "for girls".

THE BASICS ON PARENT/STAFF INTERACTION

Relating to Parents is an Important Part of Your Job

1. Learn parents' names.
2. Establish eye contact and smile at parents when they enter the room, even if you are too busy to talk to them.
3. Be sure that there are always message forms, a pen, and a message box on your sign-out table so parents can easily leave messages for the staff.
4. Tell parents something positive about their child as often as possible. Leave a note in their mail pouch if you don't have a chance to talk to them personally. Make it a goal to communicate with each parent at least once a week.
5. Always let parents know you want to help them. Never dismiss a parent's request or complaint as trivial. Even if you can't do anything about it, say that you understand how they must feel and that you are sorry you can't do anything about it right away, but will follow up on it. Then do make a note to yourself so you can follow up!
6. Keep the parent bulletin board neat, current, and eye-catching.

• • • •

THE BASICS ABOUT SUPERVISION

The safety of the children is your first responsibility.

"An ounce of prevention is worth a pound of cure."

1. You must FOCUS your entire attention on the supervision of the children when you are with a group.

2. Use prep time for communicating with the other staff. Do not spend time talking to other staff when you are supervising the children.

3. When there's more than one staff person in an area, they should SPREAD OUT so that they can supervise the whole area better. This is especially important on the playground and in activity rooms like Sports'n'Forts.

4. When you are talking to or playing with one child, you still have to keep an eye on the WHOLE group. Sit or stand so that you can still see the whole group easily.

5. REMEMBER when a child leaves to go to the bathroom. (Make sure the child takes a buddy along.) Make sure the child returns in a reasonable length of time.

6. Always make sure you ARE IN RADIO CONTACT with someone in the building if you take a group away from the building. There should be two staff with a group when you leave the building. (Exception: a group of Wise Guys can leave with one staff member.)

7. When you take a group from one area to another, you should be AHEAD OF THE GROUP. Don't let children run ahead (to the playground, or an activity room etc.).

8. Watch for POTENTIAL trouble before it starts. If you think something the kids are doing looks dangerous, STOP them. If they argue that someone else lets them do it, tell them that may be so, but that you're in charge now and you don't think it's safe. You can discuss the situation later with the rest of the staff, but it's always best to follow your own "gut" feeling for the moment.

9. Busy kids are easier to supervise than bored kids. Be sure that the children in your group have plenty to do. Help them get involved.

THE BASICS ABOUT HEALTH & SAFETY

"Prevention is the best cure"

1. WASH YOUR HANDS WELL WITH SOAP OFTEN: especially BEFORE YOU HANDLE FOOD, or GIVE A CHILD FIRST AID. For your own protection, wash your hands carefully after you use the bathroom.

2. MAKE SURE THE CHILDREN WASH THEIR HANDS WELL WITH SOAP, especially before eating and after toileting.

3. IF YOU SEE SOMETHING DANGEROUS, DO SOMETHING ABOUT IT IMMEDIATELY! Don't wait for someone else to take care of it. This includes dangerous things in the environment, as well as dangerous behaviors.

4. If you are present when there is an ACCIDENT, you should stay with the injured child. Send others for help. You should write out an accident report to give to the parents THE SAME DAY when you are present at an accident. (Remember to put the carbon in the office.)

5. READ THE EMERGENCY PROCEDURES section of the staff guidelines once a week for the first month on the job to familiarize yourself with them. Know the emergency evacuation route and procedures.

6. If a child is complaining of feeling sick, or if a child doesn't look well, have him sit out and take his temperature. If a child is vomiting, has diarrhea, or a fever you should call the parents to come pick her up. Have the child rest in a quiet area until the parents come.

7. KNOW WHERE YOUR FIRST AID KIT IS AND MAKE SURE IT IS FULLY SUPPLIED. If you use something out of the kit, REPLACE IT. The kit stays in your home base room, and you take it along on all field trips and whenever you leave the building.

8. You must have at least 8 hours of first aid training every three years. If you have not had the training within the past three years, you must take a class during your first two months on the job.

THE BASICS ABOUT MAINTAINING THE ENVIRONMENT

1. All of the space that you use is shared with other groups, and that makes it especially important to keep the environment neat and orderly.

2. You communicate to the children how you expect them to treat the environment by the way YOU present it to them. If the room is neat and well organized, the children will be more careful to keep it that way.

3. Each member of the staff will have routine housekeeping responsiblities.

4. It is our job to keep equipment in good repair, supplies stored in a neat manner, floors and counters cleared and tables and shelves clean.

5. It is the CHILDREN'S responsiblity to put supplies and equipment back where they found them as soon as they finish using them. They also help with weekly general clean-up. They are responsible for taking artwork and other projects HOME as soon as they're done.

6. The custodians are responsible for daily cleaning: sweeping and mopping the tile floors, vacuuming the rugs, scouring sinks, filling towel and toilet paper dispensers, emptying and relining the wastebaskets and cleaning the bathrooms.

7. You will have a designated place for your personal belongings. You should not leave your own things all around the room, any more than you'd want the kids to do the same.

8. In "common spaces" (like the office, kitchen, staff mail room) EVERY STAFF MEMBER must pick up after herself. If you use a knife in the kitchen, YOU are responsible for washing it and putting it away. If you use the staff phone, YOU are responsible for putting the phone books back, and taking your own notepad, etc. with you. The office is very crowded so you must not leave any of your personal belongings (that includes equipment or supplies for your room) in the office.

9. Staff take turns doing general clean up jobs (like the cooler, or the kitchen counter and coffee pot).

DELEGATING RESPONSIBILITIES

Effective delegation of responsibilities is the sign of a skillful manager.

In order to accomplish all the many tasks involved in planning and executing an interesting and varied curriculum for your group, you will need to utilize well the time and talents of everyone on your team. (Occasionally you may even delegate some responsiblities to parents, or back to your own supervisor!)

With everything you do you should ask yourself these two questions:

- *IS THIS SOMETHING SOMEONE ELSE COULD DO AS WELL AS I?*
- *IS THERE SOME WAY I COULD SIMPLIFY THIS TASK?*

If it is a task that could just as well be done by someone else, make a note of it and have one of your staff do it.

Your combined support staff have between 30 minutes and an hour an a half of prep time EVERY day. Keep a running "TO DO" list for your paraprofessionals so they'll always have plenty to do. REMEMBER THAT PEOPLE ARE HAPPIER WHEN THEY ARE PRODUCTIVE AND USEFUL, so you need to keep your staff busy. New staff need more help knowing what "needs" to be done.

If you have staff who are capable of taking on responsibility for planning a particular activity, let them.

When you delegate any task you must be sure that you:

1. CLEARLY COMMUNICATE WHAT YOU WANT DONE and WHEN. If there is one way you want it done, explain that. If you're willing to let someone else figure out "how to" accomplish a task their own way, that's fine, but be sure you are specific about the outcome you want to see. You need to also specify a time frame for when the job needs to be completed.
2. REVIEW HOW THE TASK WAS DONE. Check back to see how the job is being done, make sure what needed to be accomplished got done in the time frame you stated.
3. GIVE YOUR STAFF FEEDBACK ON HOW THEY DID THE JOB. Good work needs the reinforcement of praise. A job well done should be noted in the person's personnel record also. If improvement is needed you should point out right away what the person should do differently next time you assign a similar task.

COACHING AND FEEDBACK

Frequent feedback is very important for the people you supervise. You like to hear how you're doing, and so do your staff.

1. Keep some kind of quick record of when you give staff feedback. Be sure there are not some staff you are ignoring!
2. Invite feedback FROM your staff by having them fill out a little "how things are going" questionnaire or scheduling short individual conferences with them.
3. Each team should also have weekly meetings which allow some time for general feedback.

When you give staff feedback, here are a few things to remember:

1. PRAISE staff PUBLICLY.
2. Give NEGATIVE feedback PRIVATELY.
3. BE SPECIFIC!!! It makes people nervous when they hear something like "You do a beautiful job," but never hear exactly what it is they do well. Such general praise makes staff doubt the sincerity of that praise. Likewise someone can't improve if they don't know exactly what needs to change.
4. TALK ABOUT BEHAVIOR NOT MOTIVATION!! That is, discuss what the person does, not what the personality is.
5. KEEP SOME NOTES recording feedback on performance throughout the year so that you'll have specifics at hand when you do the annual performance review.

When you give feedback, it helps to keep the "DESC" model in mind:

DESCRIBE the behavior.

EXPRESS how you feel about the behavior.

SPECIFY what you expect the person to do in that situation, and

CONSEQUENCES that will follow if the behavior does or does not change.

Sometimes, particularly when there is a complicated or serious problem with a staff member, it is more effective to stop after describing the behavior and expressing how you feel about it, and allowing the other person to respond so that a solution can be generated by mutual problem solving. If a behavior needs to change, however, the conversation needs to continue until there is agreement on the change and a clear understanding of the consequences.

SETTING GOALS & PERFORMANCE EVALUATION

You need to plan at least two performance reviews with each of your staff. During the school year, in November and May; and during the summer, at the end of the second and eighth weeks. You will use the Performance Evaluation Form for both conferences.

After the first conference it is important to identify between one and three personal development goals for each staff, and to evaluate progress on those goals at the second of the conferences.

It is also important for the staff member whose performance is being evaluated to play an ACTIVE role in the conference by assessing her own performance, making some general assessments of the program, and defining personal goals.

DISCIPLINARY PROCEDURES FOR PROBLEM EMPLOYEES

When there is a serious problem with the performance of one of your staff, you need to do the following:

1. Have a conference with the staff member in which you point out the unacceptable behavior, specify what needs to change and when. You need to write a summary of this conference, date it and have the employee sign it. This summary is put in the person's confidential file.

2. If there is not satisfactory improvement by the specified time, you need to have a second conference with the employee. The second conference should include your supervisor as well. At the second conference you review your observations of the staff's performance since the first conference and you explain why this is still not acceptable. A second deadline will be established, and if improvement is not acceptable by that time, you explain that it will be necessary to terminate employment. A summary of the second conference needs to be written immediately and signed by the employee.

NOTE: On the conference summaries include the DATE, and the names of all present at the conference.

3. If you then think the employee should be terminated, you will make that recommendation to the Director, who will inform the employee of the termination.

The following are grounds for immediate dismissal, and if observed in an employee should be reported immediately to the Director:

1. Reporting to work under the influence of drugs or alcohol.
2. Child abuse (including physical or psychological abuse).
3. Stealing Kids Club property or funds.
4. Gross misconduct which reflects on the Kids Club program (eg. swearing at a parent).

SUBSTITUTES

You are responsible for scheduling substitutes for yourself if you know you'll be gone in advance, and for your staff. (If you are sick or have an emergency, call your supervisor to arrange a sub.)

When scheduling a sub:

1. Use the approved list of subs. (Subs must have completed an application, interview, and have had two reference checks before working in the program.) After you schedule a sub, write down when s/he is scheduled to work so others won't call the same person for that time.
2. Make sure your whole staff is familiar with the "Substitute Routine".
3. Make sure you and your staff make every effort to make the substitute feel welcome and important:
   a. Introductions all around.
   b. Tell the sub how grateful we are s/he can help us out.
   c. Have staff and kids wear name tags for the sub.
   d. Tell the sub how to contact the office or other staff for help.
   e. Give the sub a quick orientation tour if it's the first time s/he has subbed for you.
   f. Use the polaroid in the office to take a picture and put a sign on the door by the staff pictures: WELCOME TO OUR SUBSTITUTE, (NAME), WHO IS FILLING IN FOR (NAME) TODAY!
   g. Show the sub the substitute routine, and jot down for the sub exactly when s/he will be where for the day.
4. THANK the sub again at the end of the day.

6
PARENT COMMUNICATION

Parent Orientation
Daily Communication
Written Communication
Special Events
Parent Conferences
Parent Feedback

BEST COPY AVAILABLE

PARENT ORIENTATION

When a child is enrolled at Kids Club, their parents MUST have an orientation before the child begins attending. There is a group orientation at the open house before the beginning of school in the fall, and another group orientation before the beginning of the summer program. All program coordinators are expected to attend the group orientations. If a child starts during a session, the orientation is handled individually. Sometimes the orientation is conducted by the Director or Assistant Director, and sometimes by the Program Coordinators, depending on the time and availablity of staff. The items in the following checklist all need to be covered with new parents. At orientation it is important to stress repeatedly the importance of PARENT INVOLVEMENT at Kids Club and good PARENT/STAFF COMMUNICATION. The parents should be made to feel welcome at Kids Club as well as their children. They should view us as "partners" in their parenting responsiblities, not as people hired to do a job independent of what they do at home.

KIDS CLUB PARENT ORIENTATION CHECKLIST

REGISTRATION:

WE NEED TO HAVE FROM THE PARENT:

_____REGISTRATION FORM (MAKE SURE ALL INFORMATION ON BOTH SIDES IS COMPLETE)
_____SPECIAL INSTRUCTIONS REGARDING ____MEDICAL HISTORY OR
____PICK UP AUTHORIZATION
_____EMERGENCY CARD
_____FAMILY PHOTO
_____PAYMENT (FOR REGISTRATION FEE AND FIRST TUITION PERIOD)

WE NEED TO GIVE THE PARENT:

_____A PARENT HANDBOOK
_____A FLOOR PLAN
_____A CALENDAR
_____THE LAST ISSUE OF KIDS CLUB NEWS
_____BUS NUMBER(S) FOR CHILD
_____FACT SHEET ON STAFF AND GROUP CHILD WILL BE IN

POLICIES:

WE NEED TO EXPLAIN TO THE PARENT:

_____PAYMENT PROCEDURES (FINE FOR LATE PAYMENT)
_____REGISTRATION FOR "FULL DAYS" (NO CHILDREN ACCEPTED AFTER CUTOFF DATES
_____PARKING
_____CALLING IF A CHILD WILL NOT BE HERE AFTER SCHOOL (FINE FOR FORGETTING MORE THAN ONCE)
_____6:00 CLOSING TIME (FINE FOR LATE PICK UP)

PHILOSOPHY:

_____THE GOALS OF KIDS CLUB (CHILD-INITIATED, DEVELOPMENTALLY APPROPRIATE ACTIVITIES)
_____THE IMPORTANCE OF PARENT INVOLVEMENT(THE KIDS CLUB BOARD)
_____THE QUALITY OF STAFF (BACKGROUNDS OF STAFF WHO WILL WORK WITH CHILD)
_____PARENT/STAFF COMMUNICATION (AVAILABILITY OF STAFF FOR CONFERENCES AT ANY TIME)

THE TOUR:

_____GRETCHEN'S "IN" BOX IN THE OFFICE
_____STAFF INTRODUCTIONS
_____EXPLANATION OF ANY SPECIAL INSTRUCTIONS TO THE PROGRAM COORDINATOR
_____SIGN-IN SIGN-OUT TABLE (IMPORTANCE OF COMING INTO THE AREA WITH CHILD TO SIGN IN OR OUT, LETTING US KNOW IN ADVANCE IF ANYONE ELSE WILL BE PICKING UP THE CHILD)
_____MESSAGE BOX AND MESSAGE FORMS FOR STAFF
_____MAIL POUCHES AND TAGS
_____PLAYGROUND (APPRORPIATE DRESS ALL YEAR)
_____LOCKER (EXTRA CLOTHES!!)
_____BRINGING STUFF TO KIDS CLUB (LABELS, SHARING)
_____INVITATION TO PARENT TO VISIT ANY TIME
_____TIPS FOR A SMOOTH TRANSITION AT PICK UP TIME
_____PARENT'S QUESTIONS
_____GOOD TIMES FOR THE PARENT TO REACH THE PROGRAM COORDINATOR (ON STAFF "FACT SHEET")

KINDERGARTNERS:

_____LUNCH TICKETS
_____LUNCH AND REST ROUTINES
_____CUBBY

WISE GUYS:

_____WISE GUYS HANDBOOK (EXPLAIN THE CONTRACT)

DAILY COMMUNICATION

Make sure your whole team understands the importance of friendly daily contact with parents. Everyone has time for a nod and a smile at parents when they come into your rooms.

Try to let parents know something about what goes on at Kids Club AS FREQUENTLY AS POSSIBLE:

1. ON THE PARENT BULLETIN BOARD (notes about special projects; pictures of the kids in activties, on field trips with captions explaining what the pictures are; or a daily "what we did at Kids Club today" bulletin)
2. BRIEF COMMENTS TO PARENTS WHEN THEY COME IN THE ROOM (these should be positive, informative kind of remarks if made in the presence of other kids and parents. Problems should be dealt with privately.)
3. A SHORT NOTE about special things their child did or said.

WRITTEN COMMUNICATION

WHEN DO YOU USE WRITTEN COMMUNICATION?

Written communication to an individual parent is appropriate in many situations.

A Memo:
Use our memo form or your own note paper when you need to write:

1. A reminder about such things as lunch tickets, a special activity, etc.
2. A question (about such things as a child's schedule).
3. About an event that you won't be able to relate to the parent in person. This could be anything negative or positive that you'd like the parent to know about (for example, a child who normally eats well hardly ate lunch, a child who was very anxious about water, had a good time at the beach.)

Developmental Report:
You'll fill out a developmental report for all of the children in your group twice during the school year (November and May) and once during the summer (the first week of August). Carbons of the developmental reports are kept in the child's file.

Accident Report:
Use the accident report whenever a child is injured, especially if the child has a head blow or a twisted arm or leg.

When you write an accident report:

1. Write the accident report IMMEDIATELY so that parents will receive it the SAME DAY.
2. Leave the carbon of the accident report in the office to be logged and filed in the child's file.

Incident Report:
This form is used to describe to the parent unusual behavior that you think requires action of some kind. This would include unusually passive or withdrawn behavior as well as destructive, aggressive or verbally abusive behavior.

A copy of this report is kept in the child's file for documentation of the unusual behavior.

WHO WRITES COMMUNICATIONS TO PARENTS?

1. Anyone can write a memo. When a recreation leader writes a memo, the program coordinator reads it before it goes to the parent.
2. The person who observes the accident writes an accident report. If that person is a recreation leader, the program coordinator reads and initials the report before it goes to the parent.
3. Program coordinators write the incident reports and developmental reports. If the program coordinator did not actually observe the incident, then the person who did observe the incident also signs the report.

HOW DO YOU COMMUNICATE IN WRITING TO PARENTS?

When describing an incident or behavior:

1. BE OBJECTIVE. Describe actually what happened. Do not attribute motives or use value laden terms. (For example, write "He turned around and screamed at me, 'You suck!' as he ran out of the room." NOT: " He was very angry and disrespectful.")

2. BE CLEAR. Use vivid language to accurately describe behavior and the order of events. (For example, write "While Marcia was standing at the top of the slide, she dropped a pail on the head of a child who was standing below her. When she came down the slide the other child grabbed her by the feet and dragged her through the gravel." NOT: "Marcia was fighting with Sandra on the playground.")
3. BE ACCURATE. If you didn't see exactly what happened, don't fake it! Ascertain as well as you can what happened but be clear about what you actually observed vs. what you ascertained.
4. SAVE YOUR OPINIONS FOR THE APPROPRIATE PLACE. You may express your opinion, but do so under "comments" not when you are describing the actual incident.
5. CHECK YOUR SPELLING (or have someone else check it.) Be sure you spell names correctly.

When you write an incident report:

1. EXPLAIN to the child that you are writing the report and will give it to his or her parents.
2. READ it to the child and ask him or her if that is what happened. (Write on the report that you've read it to the child and add whether the child agrees or disagrees with your account of events.)
3. File the carbon in the child's file.

KIDS CLUB
DEVELOPMENTAL REPORT FORM
FOR PARENTS

CHILD'S NAME_____

PROGRAM COORDINATOR_____

GROUP_____ DATE OF REPORT_____

Dear Parents,

This developmental report is designed to give you a glimpse of what your child is like at Kids Club: how s/he relates to other children, how s/he relates to adults, how s/he responds to structure and authority, and what interests s/he shows in various types of activities. A record of this report is also kept on file in the Kids Club office.

If you'd like to talk to me about your child, please feel free to call me (the best times to reach me are between _____and_____ or _____ and _____) at _____ or stop in to arrange a time when we can have a conference. It's better not to try to have any lengthy or sensitive discussion about your child while I'm working with the kids!

REMEMBER, I AM HAPPY TO TALK TO YOU ANY TIME DURING THE YEAR WHEN YOU HAVE A QUESTION OR CONCERN. We do not schedule parent conferences at a set time during the year in deference to the many demands on your time as a working parent with a child involved in school, Kids Club and other activities. It is extremely important, however, that we keep in close communication with each other.

Sincerely,

EDINA KIDS CLUB
DEVELOPMENTAL REPORT

KEY to symbols used in the report:

O = Seldom or never observed behaviors
√ = Sometimes observed behaviors
\+ = Frequently observed behaviors

CHILD_____

DATE_____

COMPLETED BY_____

SOCIAL & EMOTIONAL DEVELOPMENT

One of our basic goals at Kids Club is to provide a secure and nurturing environment where children can develop confidence in themselves and learn to relate positively to other people. During the elementary school years it is important for children to learn to accept and express their feelings, and to develop a self concept that is based on their feeling of competence. It is also very important for children at this age to learn some basic social skills, especially how to negotiate and cooperate, and how to accept differences in others.

Your child...

_____ • invites other children to join in an activity
_____ • likes to tell the other child(ren) what to do
_____ • negotiates "what to do" with other child(ren)
_____ • plays alone
_____ • plays with one friend
_____ • plays with several different children
_____ • adapts easily to a change of plans
_____ • is methodical and likes doing things the same way
_____ • deals well with disappointments
_____ • shows signs of distress in a competitive situation
_____ • cannot accept loosing a game (ie gets angry)
_____ • teases other children
_____ • encourages other children
_____ • comforts other children who are sad, afraid
_____ • will teach other children new skills
_____ • is eager to "take charge" of a group
_____ • is reluctant to take leadership role.

WHEN FRUSTRATED OR ANGRY WITH THE BEHAVIOR OF ANOTHER CHILD, YOUR CHILD...

_____ • avoids the other child
_____ • physically attacks the other child
_____ • verbally abuses the other child
_____ • tells the other child to stop
_____ • uses reason to get the other child to stop
_____ • goes to an adult for help
_____ • gets other children to "not like" that child

Your child's best friends at Kids Club are:

EDINA KIDS CLUB
DEVELOPMENTAL REPORT

KEY to symbols used in the report:

O = Seldom or never observed behaviors
√ = Sometimes observed behaviors
+ = Frequently observed behaviors

CHILD_____

DATE_____

COMPLETED BY_____

MORAL REASONING

A huge developmental task for children during middle childhood is the development of moral reasoning skills. The five year old does things because "teacher says". Between 6 and 8, children begin to understand better the reasons for rules, and to understand that other people have separate feelings and needs which motivate their behavior. During the primary years, children still need a lot of direct supervision, and adult reinforcement of the rules through reasoning and consequences. Children during the primary years usually do not question whether adults have the right to impose rules, but they are very sensitive to the concept of fairness or just application of the rules. Children between 6 and 8 tend to think of rules as absolute.

Between 9 and 12 children begin to understand that rules are a social convention, and that they can establish rules with their peers. They are at an age when they can be expected to follow rules even when there is no one around to "catch" them. They begin to be able also to understand motivation as a factor in the rightness or wrongness of behavior. They are aware that "adults are not always right" and begin to test the authority of adults. They are developing the ability to think logically, a skill they also employ in making moral judgements.

Your child...

_____ • understands the need for basic "ground rules"
_____ • follows the "ground rules"
_____ • can be relied on to follow the rules whether or not an adult is present
_____ • questions the authority of the staff
_____ • argues about fairness of ground rules
_____ • treats common property with care
_____ • respects the rights of others (ie doesn't interfere with their activities, or bother their personal belongings)
_____ • can learn and follow rules for a game
_____ • can establish ground rules for a game with peers

COMMENTS:

EDINA KIDS CLUB
DEVELOPMENTAL REPORT

KEY to symbols used in the report:

O = Seldom or never observed behaviors
√ = Sometimes observed behaviors
\+ = Frequently observed behaviors

CHILD_____

DATE_____

COMPLETED BY_____

INTERESTS & FAVORITE ACTIVITIES

At Kids Club we offer a balanced menu of interesting activities to meet children's developmental needs. The children for the most part choose the activities themselves from the selection offered. All experts agree that the most rapid and significant learning occurs when a child is actively involved, highly motivated, and allowed to repeat and vary an experience, all of the characteristics of the "play environment" at Kids Club.

- Active play options help children develop physically and help them learn to devise and follow rules;
- Expressive art, storytelling, and music help develop imagination;
- Crafts and constructive play help children develop small motor coordination and develop a sense of competence as they learn new skills,
- Dramatic play gives children a chance to pratice roles, examine feelings and sometimes get a better understanding of a sometimes confusing adult world,
- Strategy games and puzzles challenge a child's emerging logical and symbolic faculties,
- Science experiments, discovery play appeal to a child's curiosity about the world and encourage them to ask questions and look for their own answers,
- Reading improves a child's facility with written language and provides fantasy as well as an avenue of knowledge about the world.

YOUR CHILD CHOOSES THE FOLLOWING ACTIVITIES:

_____ • sports, active play
_____ • expressive art
_____ • crafts and constructive play
_____ • dramatic play (dress up, etc)
_____ • miniature dramatic play (blocks, etc)
_____ • table games (strategy games) & puzzles
_____ • science (experimental play)
_____ • reading

• other:

PARENT NEWSLETTERS

The Kids Club Director and the Advisory Council publish a newsletter about seven times a year for the whole program. You'll be asked to contribute something to this letter once or twice during the year.

You will write a monthly newsletter for your parents. You'll also send out a letter a week in advance of any field trip explaining the field trip.

PARENT NIGHTS

In addition to an open house at the beginning of the school year, each group plans one or two evening functions for the families of their kids. This can be a potluck supper with a slide show, an evening at a roller rink, a picnic at the park or whatever you want. It should be planned and publicized as a fun family event which gives parents a chance to get to know the staff and other better. There is one family night (usually a cookout) in the summer also.

PARENT CONFERENCES

There are scheduled conferences in January for all kindergartners. The kindergarten staff use the kindergarten report format for this conference, and send out a questionnaire for all parents to complete before the conference.

All staff should be ready to schedule a conference with parents any time they feel that it is needed. Parents are welcome to request a conference at any time they feel one is needed.

It is important to remember during parent conferences:

1. We are there to help, not to "prove our case", and we must remember not to be defensive, even if parents seem to be on the offensive.
2. Everything parents tell us is CONFIDENTIAL.
3. We don't have "all the answers" and shouldn't feel we have to.
4. We have an ethical responsibility to be honest with parents about our assessment of their child even when we have something that's hard for parents to hear.
5. We can accomplish MUCH more with the help and cooperation of parents, and the conference needs to set the tone of cooperation.

If there is a SERIOUS problem that could result in terminating enrollment for a child, you should have the Director present at the conference.

You should document ALL parent confernces. Include the following in your record of a parent conference:

1. the date,
2. names of all present at the conference,
3. reason the conference was called,
4. summary of the topics discussed, and
5. clear statement of any follow-up that was agreed upon by staff and parents.

PARENT FEEDBACK

Each year the parents are asked in a survey to provide feedback on how well Kids Club is doing. We ask parents to evaluate the service to them as working parents, and the program's success with their children.

Staff should do all they can to encourage parental feedback at all times. Whenever a parent offers feedback, positive or negative, be sure you THANK him or her for the feedback.

In dealing with CRITICISMS from parents:

1. Do NOT get defensive if a parent has a criticism of the program.
2. Do NOT TRY TO DENY that they have a reason to be upset.
3. Encourage parents to be specific in their complaint and to offer specific suggestions about how they think things could be handled better. (Sometimes parents are right and have good suggestions for improvement.)
4. Let them know you'll communicate their concerns and suggestions to the Director, and let them know the Director would also be very happy to talk to them about their concerns.
5. If they are upset about how you handled something, say you can understand their frustration and appreciate their concern, and explain the reasons for what you did.
6. If you or your staff made a mistake in how you handled something, apologize, and explain what you'll do to make sure it is handled better in the future.
7. If they have a complaint about a Kids Club policy, you can explain that the policies are carefully developed, reviewed and approved by the Parent Advisory Council and suggest that they talk to the Director or a member of the Council if they are unhappy with a policy.
8. FOLLOW THROUGH on parental complaints. Talk to the staff involved, or to the Director. CHECK BACK with the parent a week or so later to see how things are going.

7
RESOURCES

Staff Library
Equipment and Supplies
Field Trips
Community Resources
Staff Development

BEST COPY AVAILABLE

STAFF LIBRARY

Kids Club owns a good number of excellent resource books including:

Activity Books (cooking, art, games, crafts, science)
Child Guidance (discipline, child development)
School-age child care, programs and public policy
Environments for young children

You can check these out from the Kids Club office by signing your name and the date on the book card.

YOU ARE EXPECTED TO RETURN THE BOOKS FROM THE STAFF LIBRARY WITHIN THREE WEEKS.

If you use a particular book a lot for reference, you may purchase a copy for your own area. If you see a book you think should be added to our staff library, you can order it or purchase it and be reimbursed.

EQUIPMENT AND SUPPLIES

1. **PURCHASE ORDERS:**
   Most purchases of equipment and supplies should be made with PURCHASE ORDERS. If there is something you want to have purchased for your area, send the information (Catalogue or name and address of the company, or name and address of a store, name of the item, catalogue number (if any), quantity, and price) to the Kids Club office so a purchase order can be written.

2. **CATALOGUES:**
   There is a catalogue file in the Kids Club office.

3. **CHARGES:**
   Some items for your area can be charged to Kids Club at:

   JERRY'S SUPERVALU
   JERRY'S HARDWARE
   OLSON BROTHERS PHARMACY

   Whenever you charge something to Kids Club you must TURN IN THE CHARGE SLIP TO THE OFFICE.

4. **CASH PURCHASES AND REIMBURSEMENTS:**
   If you want to purchase a small item for your area, you can be reimbursed if you turn in the RECEIPT with a note describing the nature of the purchase. Do not purchase anything over $50 without prior approval from the office.

   If you need cash to purchase something at a store and you can't wait to get a purchase order (it takes approximately one week to get a purchase order back to take to the store) then you can get a petty cash check from the Kids Club office.

   AS PART OF THE SCHOOL DISTRICT, KIDS CLUB IS TAX EXEMPT!!! You should not pay sales tax on any purchase for Kids Club. The tax exempt number for the Edina Public Schools (ISD #273) is : 800-4571. You should write it on a card and carry it in your billfold.

5. **THE DISTRICT WAREHOUSE:**
   We order paper, tacks, tape, pencils, staplers, etc. from the District Warehouse. The catalogue for the warehouse and order forms are in the Kids Club office.

FIELD TRIPS

There is a field trip file in the Kids Club office. There is also a book with field trip ideas in the staff library.

COMMUNITY RESOURCES

We use the Community Resource Pool (CRP) to schedule special resource people at Kids Club. If you would like to have a visitor for your group:

1. Fill out the request form in the Kids Club office and send it to the CRP office.
2. When a volunteer is scheduled you'll get a slip with the volunteer's phone number. CALL THE VOLUNTEER RIGHT AWAY to confirm the time and date, explain where you'll meet the volunteer, describe your group, discuss what the volunteer will do, and find out if there is anything you'll need to have ready for the volunteer.
3. Before the volunteer comes, let the kids know what she'll be doing. Decide whether you want to make the visit OPTIONAL or REQUIRED for the whole group. (The older children usually respond better to visitors if it is optional.) Let your group know ahead of time what behavior you expect from them (ie how to be a polite audience).
4. The day the volunteer comes: BE AT THE DESIGNATED PLACE TO GREET THE VOLUNTEER. Tell the other staff about the volunteer so they can greet him if they see him first.
5. THANK the volunteer for coming. Have the children THANK the volunteer.
6. Send a THANK YOU NOTE to the volunteer (we have Kids Club informal notes in the office) or have the children write a thank you.
7. Fill out the evaluation form for the CRP.
8. Make a notation on the volunteer list of those volunteers who were terrific and those who weren't so hot with the children.

(If you are not willing to do all of these things, do NOT request a volunteer through CRP.)

PARENTS: If you find out a parent has a special interest, skill, or hobby ask them to share that with your group. Basically, you should follow the same protocol outlined above, especially the THANK YOU note.

STAFF DEVELOPMENT

There is information on the Minnesota Association for the Education of Young Children, the Minnesota Community Education Association, and the Minnesota School-age Child Care Coalition in the Kids Club office. Kids Club will reimburse the staff for part of the cost of membership in a professional organization.

You will be expected to help plan and sometimes to help present staff in-service workshops at Kids Club.

You may request to attend local, state, or national conferences. In honoring such requests, preference will be given to staff who are workshop presenters at such conferences. If you attend a conference, you should write a one or two page report describing the conference and the highlights for you. Turn the report into the Director within a week.

You should visit at least two other centers during the school year and one during the summer. When you visit another program, you should complete the following "visit report" form and give it to the Kids Club Director within a week of the visit. REMEMBER, when you visit a program to observe the following courtesies:

1. Call the Director of the program ahead of time to arrange the visit and ask if the Director would have a few minutes to spend with you giving you some basic information about the program. Recognize the fact that the director is a very busy person and won't have much time to spare.
2. Don't bother the staff with questions while they are working with the children.
3. Don't intrude in the children's activities. Be very friendly (SMILE!) but keep your conversation with the children at a minimum.
4. THANK the staff and the Director for allowing you to visit. Tell them AT LEAST one positive thing you observed in their program.
5. Write the staff of the program a thank you note.

Kids Club will pay you (and your subsitute) for release time for the visits and for other professional development activities which have been approved by the office. You will not be paid for conference time on an evening or a weekend, but your expenses will be covered.

KIDS CLUB PROGRAM VISITATION REPORT

STAFF MEMBER:_____

DATE OF VISIT:_____ TIMES OBSERVED:_____

NAME OF PROGRAM VISITED:_____

DIRECTOR'S NAME_____

ADDRESS:_____ZIP_____

PROGRAM CHARACTERISTICS:
FUNDING:_____

ENROLLMENT: AGES 5-6_____
AGES 7-8_____
AGES 9-12_____

STAFF:CHILD RATIOS:_____

FACILITY:_____

UNIQUE PROGRAM FEATURES (According to the Director)

_____
_____
_____

(Your own observations)

_____
_____
_____

WHAT DID YOU OBSERVE AT THIS PROGRAM THAT YOU'D LIKE TO SEE HAPPENING AT KIDS CLUB?

_____
_____
_____

WOULD YOU RECOMMEND THIS AS A GOOD PROGRAM FOR OTHER STAFF TO VISIT? WHY?

_____
_____
_____

Kids Club

A School-Age Program Guide for Directors

A practical handbook for directors containing helpful advice on running a child care program for elementary school children.

Environment
- -- A "tip sheet" on how to make the best use of space
- -- A list of the "must-haves" for a school-age facility

Activities
- -- Concise summary of and rationale for the five types of activities you need to offer school-agers
- -- Summary checklist for rotating activities
- -- Checklists for planning field trips

Staff Orientation
- -- One-page handouts for new staff containing the basics about:
  - Staff-child interaction
  - Parent-staff communication
  - Supervision
  - Health and safety
  - Environment

Parent Involvement
- -- A parent orientation checklist
- -- Guidelines for written communication with parents
- -- Tips on dealing with angry parents
- -- The Kids Club **Developmental Report** to parents

Published by:

School-Age NOTES

A National Resource Organization on School-Age Care

For a free after school resource catalog write to:

School-Age NOTES
P.O. Box 40205
Nashville, TN 37204
(615) 242-8464

ISBN 0-917505-04-2

Kids Club $12.95

BEST COPY AVAILABLE